

YPI CHARTER SCHOOLS
EXECUTIVE DIRECTOR'S REPORT



April 22, 2019

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

National:

“National Alliance Statement on House Appropriations Subcommittee Hearing on The Department of Education’s FY2020 Budget Request”

On March 26, 2019, Secretary of Education Betsy DeVos testified before the House Appropriations subcommittee on the Education Department’s budget request for fiscal year 2020. As a weapon to combat the administration’s request for a \$60 million budget increase to the federal Charter Schools Program, the Network for Public Education, a partisan group funded by special interests, released a one-sided “report” with false claims about how federal dollars fund public charter schools.

Many of the “facts” included in the report are not taken from official sources but are instead unverified and extracted from other publications made by anti-charter organizations. Contrary to report findings, there is no data or accompanying analysis to support that one billion federal dollars has been wasted on charter schools. Furthermore, the database that the report alleges to rely on from the U.S. Department of Education does not account for charter school consolidations or conversions to different charter management organizations. Any failing public school wastes tax payer dollars and fails students by providing them with a substandard education.

Since the very beginning, the charter school sector has welcomed local, state, and federal oversight. In fact, this agreement—autonomy in exchange for accountability—is central to the public charter school model. To serve students well, these schools must meet the terms of their charter or be closed. Therefore, to attack charter schools for closing their doors is to fundamentally misunderstand the mission of charter schools to put the needs of students first. The National Alliance’s model charter school law provides states with model policy on charter school closures.

The National Alliance’s senior vice president of advocacy, Amy Wilkins, released the following statement:

“There are five million students across the US who want to attend a charter school but cannot because there isn’t one available to them. These students’ futures are put at risk when false reports are not only published but used as fact in some of our nation’s highest government hearings.

We hope that Congress recognizes this report for what it is: a one-sided, blatantly biased piece that fails to take basic facts into account. Now more than ever it is critical for Congress to support the Charter Schools Program, which provides essential public-school options to millions of families across the U.S. Public charter schools’ achievement outcomes, validated by Stanford CREDO studies, demonstrate the enormous academic impact charter schools have on our nation’s students, especially low-income students and students of color.”

State:

From School Services of California

2018-19 First Interim Report Negative and Qualified Certifications

The California Department of Education (CDE) recently released the results of the 2018-19 First Interim reporting by local educational agencies (LEAs). The number of negative and qualified certifications slightly increased at First Interim—up to 47 LEAs certified as qualified or negative from 46 LEAs a year ago at the 2017-18 First Interim reporting period. Five LEAs are on the negative certification list, one more than last year, and 42 LEAs are certified as qualified, the same number as in 2017-18.

The number of LEAs with a negative certification is most likely due to a slowdown of revenues due to full implementation of the Local Control Funding Formula in 2018-19 and low cost-of-living adjustment estimates by the state in future years.

The CDE does not have information to determine whether a school district has self-certified as qualified or negative or if the applicable oversight agency required the LEA to lower its certification. LEAs that have self-certified as qualified or negative should be taking the necessary steps to provide public notice acknowledging the pending fiscal challenges and the measures they will take to resolve projected financial problems. The classifications come from the LEAs' certified budgets in December 2018, which cover the period ending October

31. As a result of the time lag, some LEAs may have already made budget adjustments to change their financial condition of negative or qualified status.

Negative Certification

A negative certification is assigned to a school district or county office of education when it is determined that, based upon current projections, the LEA will not meet its financial obligations for fiscal year 2018-19 or 2019-20.

Number	County	LEA	Total Budget (in Millions)
1	Amador	Amador County Office of Education	\$13.1
2	Butte	Feather Falls Union Elementary	0.5
3	Kern	Southern Kern Unified	40.9
4	Sacramento	Sacramento City Unified	561.1
5	San Diego	Sweetwater Union High	485.1

Qualified Certification

A qualified certification is assigned to an LEA when it is determined that, based upon current projections, the LEA may not meet its financial obligations for fiscal year 2018-19, 2019-20, or 2020-21.

Number	County	LEA	Total Budget (in Millions)
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1	Alameda	Newark Unified	\$67.1
2	Alameda	Oakland Unified	609.8
3	Alameda	Piedmont City Unified	41.3
4	Amador	Amador County Unified	42.1
5	Calaveras	Calaveras Unified	33.1
6	Contra Costa	Pittsburg Unified	86.6
7	El Dorado	Camino Union Elementary	5.7
8	El Dorado	Gold Trail Union Elementary	7.1
9	Humboldt	Klamath-Trinity Joint Unified	23.7
10	Kern	Lost Hills Union Elementary	8.0
11	Kern	North Kern Vocational Training Center	1.5
12	Los Angeles	Burbank Unified	167.6
13	Los Angeles	Duarte Unified	48.0
14	Los Angeles	Glendale Unified	301.5
15	Los Angeles	Inglewood Unified	123.4
16	Los Angeles	Los Angeles Unified	7,389.0
17	Los Angeles	Monrovia Unified	67.9
18	Marin	Larkspur Corte-Madera Elementary	20.9
19	Napa	Pope Valley Union Elementary	1.7
20	Placer	Placer Hills Union Elementary	8.1
21	Riverside	Alvord Unified	242.9
22	Riverside	Coachella Valley Unified	254.9
23	Riverside	Riverside Unified	527.3

Number	County	LEA	Total Budget (in Millions)
24	Sacramento	Robla Elementary	26.4
25	San Bernardino	Yucaipa-Calimesa Joint Unified	99.9
26	San Diego	Bonsall Unified	26.5
27	San Diego	Mountain Empire Unified	23.3
28	San Diego	Oceanside Unified	223.5
29	San Diego	San Ysidro Elementary	62.0
30	San Luis Obispo	Paso Robles Joint Unified	78.5
31	San Mateo	Cabrillo Unified	38.1
32	San Mateo	San Carlos Elementary	39.7
33	Santa Clara	Alum Rock Union Elementary	149.4
34	Santa Clara	Berryessa Union Elementary	83.7
35	Santa Clara	Franklin-McKinley Elementary	101.4
36	Shasta	Cascade Union Elementary	14.7
37	Shasta	Gateway Unified	21.8
38	Solano	Vallejo City Unified	167.2
39	Sonoma	Cotati-Rohnert Park Unified	67.8
40	Sonoma	West Sonoma County Union High	26.1
41	Tulare	Terra Bella Union Elementary	14.6
42	Tuolumne	Curtis Creek Elementary	7.3

From K-12 Daily

MARCH 21, 2019

State auditors officially take up LCFF spending review

by Tom Chorneau

(Calif.) Some Democratic lawmakers continue to be skeptical of how school districts are using state money provided under the Local Control Funding Formula, and have now asked that a formal audit be undertaken.

Elaine Howle, the state auditor, announced this week she has accepted a request from the Legislature's joint audit committee to look closely at how LCFF money has been used at three large school districts in different parts of the state.

At issue are long-standing concerns that much of the LCFF money intended to support services for three at-risk subgroups is being syphoned off for other uses.

Born out of academic theories largely developed by Mike Kirst, a retired education professor from Stanford University and a decades-long advisor to former Gov. Jerry Brown, the LCFF restructured the financial relationship between the state and local educational agencies by directing more money to low-income students, English learners and foster youth.

Brown pushed the proposal through the Legislature in 2013, but only after agreeing to implement a corresponding compliance element, the Local Control Accountability Plan, or LCAP.

The LCAPs are supposed to describe how districts are using the LCFF money to serve the targeted subgroups. LEAs are also required to build the plans in consultation with parents and community groups.

There have been, however, anecdotal reports that some districts were not using all the money in compliance with the law. Some critics have questioned, for instance, if LCFF money could be properly used to pay teacher salaries when only some of the students in their classrooms were among the targeted subgroups.

Two years ago, lawmakers considered legislation that would have required LEAs to report actual per-pupil spending by school site. That bill, by Assemblywoman Shirley Weber, D-San Diego, died in the state Senate at least in part because of the governor's opposition.

Brown resisted almost all legislation that tinkered with the new school funding program, arguing that schools needed to be given time to adjust to it.

Now, with Gov. Gavin Newsom in office, changes could be coming, especially if auditors turn up improper spending.

As proposed, Howle's team will examine the methodology each of the three districts use for distributing the LCFF money. Howle will decide which districts to audit.

Auditors will attempt to determine how much LCFF money is actually spent on educational services for the three targeted student groups.

The analysis will go back three years.

Separately, the auditor will undertake a second examination of how state money is being used to help homeless students.

Agencies covered under this audit include the California Department of Education and the state board, as well as one charter school and a selection of five LEAs.

No deadline has been released for either of the audits.

From School Services of California

"Three Special Education Proposals in Play As Policy and Budget Subcommittee Hearings Ramp Up"

As predicted in our "2019 Legislative Session Preview" article in the January 11, 2019, Fiscal Report, Special Education is shaping up to be a key education issue this year as there are three significant funding proposal currently being vetted by the Legislature in both policy committee and budget subcommittee hearings.

In his first budget proposal as Governor, Gavin Newsom unveiled a \$577 million (\$390 million ongoing) "Special Education Concentration Grant" proposal. The grant, as currently written in trailer bill language, would be allocated to school districts, county offices of education, and charter schools that have an unduplicated pupil percentage above 55% and an identified percentage of students with disabilities (SWDs) above the three-year statewide average, The funds would be allocated on a per-pupil basis for the number of SWDs in excess of the statewide average.

The grant would be administered outside of the Assembly Bill (AB) 602 Special Education funding formula. By School Service of California, Inc's, calculations, approximately a quarter of local educational agencies (LEAs) would qualify for the grant, leaving the remaining LEAs without new Special Education resources. This proposal is slated to be heard in the Assembly and Senate budget subcommittees on education on April 9 and April 25, respectively.

In the Assembly, Assembly Member Jose Medina (D-Riverside) is authoring Assembly AB 428, which would provide significant resources to the state's Special Education students through the existing Special Education funding formula by:

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the AB 602 funding formula

- Equalizing Special Education funding rates to the 95th percentile over five years while holding harmless those funded above the 95th percentile
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum and students who are blind visually impaired, and intellectually disabled

This three-prong funding approach is identical to last year's AB 3136, which was authored by Assembly Education Committee chair Patrick O'Donnell (D-Long Beach, who is a coauthor for this year's bill. AB 3136 was held in the Senate Appropriations Committee last year after the Legislature and the Jerry Brown Administration came to a compromise on the 2018-19 State Budget Act that did not provide additional resources for Special Education.

AB 428 unanimously passed out of the Assembly Education Committee last week and will now go to the Assembly Appropriations Committee where its fiscal implication will be scrutinized.

The Senate's main Special Education proposal is Senate Bill (SB) 217, which is authored by Senator Anthony Portantino (D-La Cañada Flintridge), the chair of the Senate Appropriations Committee, and Senator Roth, chair of the Senate Budget Subcommittee on Education. The bill would allocate \$4,000 to school districts for every three- or four-year-old child with exceptional needs who is enrolled in an early childhood education program within the school district of residence or enrolled in early transitional kindergarten (TK). The bill would also add early TK students with an Individualized Education Program to the types of students eligible for full TK average daily attendance funding.

Like the Governor's proposal, SB 217 would be administered outside of the existing AB 602 funding formula. The bill will be heard in its first policy committee this Wednesday, March 20, when the Senate Education Committee will debate the bill's policy provisions.

All three of the proposals described above would provide resources outside of the Local Control Funding Formula (LCFF); though, Governor Newsom's proposal uses the LCFF's concept of a concentration grant to determine who is eligible for funding. Additionally, only AB 428 provides funding within the existing AB 602 Special Education Funding Formula to all LEAs, while the other two proposals provide funding directly to certain eligible LEAs.

We fully expect the provisions of these bills to be part of the ongoing budget negotiations between the Legislature and the Governor's office. Stay tuned.

"UCLA Forecasters See Risks of Recession in Late 2020"

Economists with the *UCLA Anderson Forecast* see a slowing U.S. economy and a rising risk of recession as the effects of the federal stimulus wane and the global economy sputters. In their quarterly report on the U.S. and California economies, released on

March 2, 2019, the UCLA group held to their prior view that the national economy would follow a "3-2-1" path, meaning 3% growth in gross domestic product (GDP) in 2018, 2% growth in 2019, and 1% growth in 2020. As GDP growth slows, the risk of recession rises.

In his presentation, Senior Economist David Shulman indicated that there is a high risk of recession in late 2020 due in large part to slowing global growth. Shulman noted that while the U.S. enjoyed GDP growth at just under 3% in 2018, Euro Area countries grew at 1.8% in 2018 and 2019 and is expected to drop to 0.5% in 2020. China, while continuing to outpace all other countries, is also expected to slow from 6.6% growth in 2018 to 6.2% growth in both 2019 and 2020. (Shulman pointed out that studies suggest that China's reported growth rates are probably overstated by 1.7 percentage points.)

The UCLA forecasters had previously predicted that the Federal Reserve (Fed) would raise interest rates three or four times in 2019; however, based on the global slowdown, they have revised their outlook and now expect only one Fed rate hike in 2019 and two or three rate reductions in 2020 to address a slowing U.S. economy.

Providing further evidence of the weakness in global economies, Shulman noted that interest rates on two-year bonds in Germany, Japan, and France are negative. The rate on two-year bonds in the U.S. is 2.5% as of February 22, 2019.

As a result of the federal tax cuts in December 2017, the deficit is expected to top \$1 trillion this year. It had fallen to just under \$600 billion in 2015 from over \$1.2 trillion in 2011 at a depth of the Great Recession. Similarly, despite higher tariffs on imported goods, the trade deficit is expected to top \$1 trillion in 2019 as well. Both the deficit and the trade deficit are expected to exceed \$1 trillion "as far as the eye can see."

Countering these negative developments, Shulman indicated that spending on intellectual property--software development, motion picture/TV production, corporate research, and development --will continue to contribute to GDP growth. Growth in this area was 7% in 2018, and while not likely to maintain this "torrid pace" in 2019, growth over the next several years is still expected to be well above the growth of the economy as a whole.

The outlook for California usually follows the path of the U.S. economy, and Jerry Nickelsburg, the Director of the Anderson Forecast, indicated that this relationship would hold through their three-year forecast horizon. Nickelsburg indicated that the total employment growth in California would slow from 1.3% in 2019 to 0.6% in 2020 and 0.5% in 2021. Similarly, real personal income growth is also expected to slow: 3.2% in 2019, 1.8% in 2020, and 1.6% in 2021.

"Early Learner with Disabilities on the Rise"

Students ages birth to 5 are the fastest growing population of students with disabilities (SWDs) in California schools. Data shows that between 2016-2017 and 2017-2018, SWDs ages birth to five grew by 4.25% and ages three to five years grew by 2.91%. The

number of school-age children with disabilities, ages 6 to 22 increased 2.49% from the prior year. Overall, the population of SWDs ages birth to 22 grew 2.70%, roughly the same rate as the prior year.

Providing Special Education programs and service to early learners with disabilities creates financial challenges for local educational agencies (LEAs). Funding for infants and toddlers through the Individuals with Disabilities Education Act (IDEA), as well as state sources, is a capped program that does not allow additional grant recipients. These funds can only be used for specific purposes for SWDs ages birth to three. The IDEA also provides minimal preschool funding for SWDs ages three to five, while state funding for preschool Special Education services was rolled into the Assembly Bill (AB) 602 funding for Special Education in 1998. Despite the inadequacy of funding, LEAs are required to provide Special Education programs and services to eligible early learners.

Three Special Education funding proposals have been introduced in the 2019-20 California legislative session. These proposals if enacted into law could provide some financial relief to LEAs across the state. On March 4, 2019, the Legislative Analyst's Office published its analysis of Governor Gavin Newsom's early childhood proposals unveiled in his January 2019-20 State Budget, recommending that the Legislature wait until more information about key elements of the system become available before deciding where to invest hundreds of millions of dollars.

A number of Special Education funding measures have been introduced in the recent past, but few have gained much traction. During the last legislative session, AB 1808 (Chapter 32/2018) made its way through both houses of the Legislature and was signed into law. AB 1808 allocated significant funding to increase inclusive opportunities for SWDs to participate in infant, toddler, and preschool programs with their same-aged peers through a competitive grant process. While the request for application due date has passed, AB 1808 included \$162, 242 million for the Inclusive Early Education Expansion Program. Funds may be used for adaptive and universal design facility renovations, adaptive equipment, and professional development.

"Top Legislative Issues for 2019--April 5, 2019"

More than fifty bills have been heard in the Assembly and Senate Education committees over the past two weeks with nearly sixty measures slated to be heard in the two education committees in the coming week. There are still many significant public education bills that have yet to be taken up by the committees including the package of charter school reform bills, the bills that would place facilities bonds on the 2020 and 2022 ballots, a set of bills that aim to provide more funding and set new aspirational targets for the Local Control Funding Formula (LCFF), and a package of bills aimed at expanding early childhood education in California.

The numerous education measures that have fiscal implications face an April 26, 2019, deadline to make it out of the first house policy committee, while bills without fiscal effects have until May 3, 2019, to pass out of policy committee. The Legislature will

begin its Spring Recess upon adjournment on April 11, 2019, meaning that when they return on April 22, policy committees will have less than a week to pass fiscal bills out of committee.

Accountability and Assessments

Assembly Bill (AB) 1792 (Sala, D-Bakersfield)--Pupil Assessment: California Assessment of Student Performance and Progress: English Language Arts and Mathematics. Existing law requires the California Assessment of Student Performance and Progress (CAASPP) to include a consortium summative assessment in English language arts and mathematics in grades 3-8 and grade 11.

This bill would remove the requirement that the CAASPP has to be administered in grade 11 instead would allow the State Superintendent of Public Instruction to specify anyone year during high school (grades 9-12) for the test to be taken.

Charter Schools

AB 967 (Smith, D-Santa Clarita)- Local Control and Accountability Plans. This bill applies to charter schools the same Local Control and Accountability Plan (LCAP) development, adoption, and transparency requirements for LCAPs that apply to school districts.

AB 1506 (McCarty, D-Sacramento)--Charter Schools: Statewide Total: Authorization Restrictions. This bill caps the number of charter schools statewide at the number of charter schools operating as of January 1, 2020. It also prohibits school districts, county offices of education, or the State Board of Education (SBE) from authorizing a new charter school unless an existing charter school under its jurisdiction closes.

AB 1507 (Smith) Charter Schools: Location: Resource Center. This bill prohibits a school district from approving a petition for a charter school that will operate outside the district's boundaries, and allows for a charter school to establish one more resource center within the jurisdiction of the school district where the charter school is located.

Facilities

AB 1674 (Gloria, D-San Diego)--School Facilities: California School Finance Authority. Existing law defines "education facility" for California School Finance Authority purposes to mean any property, facility, structure, equipment, or furnishings used or operated in conjunction with one or more public schools, and specifically including as facilities, among other things, classrooms and sports facilities.

This bill would revise the definition of "education facility" for those purposes to include California state preschool programs as a public school and to specifically include housing for professors, teachers, staff, and students as a type of facility covered under the

definition. By expanding the purpose of which a continuously appropriated fund may be expended, the bill would make an appropriation.

SSC Comment: This bill is scheduled to be taken up in the Assembly Education Committee on April 10, 2019.

Senate Bill (SB) 297 (Pan, D-Sacramento)--School Facilities: Approval of Plans. This bill allows school and community college district to award construction contracts, but not perform any construction, prior to receiving plan approval from the State Architect.

SSC Comment: This bill recently passed unanimously out of the Senate Education Committee on a 7-0 vote and will be heard in the Senate Appropriations Committee on April 8, where its fiscal implications will be scrutinized.

Governance and District Operations

SB 585 (Wieckowski, D-Fremont)--Education Governance: School District Reorganization: Unified School Districts: Report. This bill would prohibit the reorganization of a unified school district into a territory of a school district of a different kind, thus prohibiting the creation of or expansion of a high school or elementary school district from an existing unified school district.

This bill would further require the California Department of Education (CDE) to prepare a plan to transition all school district in the state to be unified school districts, as of July 1, 2025. The bill would require the plan to specify all of the district change that would be necessary to accomplish this transition. The bill would also specify topics that the CDE would be required to consider in preparing the plan, including geographic, academic, and financial factors, as well as the ethnic composition of pupils enrolled in the districts.

Instruction

AB 331 (Medina, D-Riverside)--Pupil Instruction: High School Graduation Requirements: Ethnic Studies. This bill would add the completion of a one-semester course in ethnic studies, in either the subject of social studies or English, to the high school graduation requirements commencing with the 2024-2025 school year. The added course would be based on the model curriculum in ethnic studies developed by the Instructional Quality Commission. The bill would further authorize local educational agencies (LEAs) to require a full-year course in ethnic studies at their discretion, as specified. Finally, this bill would explicitly subject students enrolled in charter schools to the same high school graduation requirements as they pertain to noncharter school students.

This bill would establish the Teaching As a Priority Block Grant program to be administered by the CDE with approval of the SBE. The bill would further require the CDE to allocate funding on a per-pupil basis to school districts identified for comprehensive or targeted support under federal law. Grant recipients would be required

to use the funds for teacher recruitment and retention incentives with the goal of reducing the number of teachers on emergency permits. The bill makes no appropriation to fund the grants.

Special Education

AB 1021 (Frazier, D-Discovery Bay)--Pupils With Exceptional Needs: Summer School. This bill would require school districts to provide summer school instruction for students with exceptional needs on weekdays from the last day of the regular school year to the first day of summer school and from the last day of summer school to the first day of the regular school year.

AB 1172 (Frazier)--Special Education: Nonpublic, Nonsectarian Schools or Agencies. This bill would make the following changes for Special Education Students at nonpublic schools:

- Require Special Education Local Plan Areas (SELPAs) and /or LEAs to conduct, at minimum, one annual on-site monitoring visit to nonpublic schools and nonpublic agencies and report the findings to the CDE within sixty days
- Require nonpublic schools and nonpublic agencies to report incidents involving law enforcement or child protective services to the LEA and CDE, in writing, within one day of the incident
- Authorize the CDE to immediately suspend or revoke the certification of a nonpublic school or nonpublic agency if the CDE finds that the health or safety of a student has been compromised or is in danger of being compromised
- Require nonpublic schools to have a qualified behavior analyst on site when serving students with significant behavioral needs and/or who are on behavior intervention plans
- Require administrators at nonpublic schools to hold a valid administrator credential or be in the process of obtaining the credential.

SSC Comment: This bill is a direct response to the investigation that the CDE conducted regarding the death of a 13-year old student with autism who died after being held in a face-down restraint by staff at Guiding Hands, a nonpublic school in El Dorado County.

State Budget, Education Finance, LCFF

AB 1225 (Carrillo, D-Los Angeles)--Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness. Existing law defines the unduplicated pupil categories as those students who are English learners, meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or are foster youth.

This bill would add pupils experiencing homelessness to the definition of unduplicated pupils and would count a pupil who is classified as both foster youth and experiencing homelessness twice.

SSC Comment: This is the second bill introduced in this legislative session aimed at including a new category for the unduplicated pupil definition. The other bill is AB 575 (Weber, D-San Diego), which would include pupils to the unduplicated pupil definition who are included in the lowest performing subgroup(s) based on the most recently available mathematics or language arts results on the CAASPP.

"Charter School Reform Package Passes First Legislative Hurdle"

On Wednesday, April 10, 2019, the Assembly Education Committee passed a charter school reform package that consists of three bills that would make significant changes to charter school law including the authorization, appeal, and renewal processes.

The bills brought hundreds of stakeholders to the Capitol to voice their support or opposition to the measures, adding to a several-hours-long robust policy debate. All three bills were eventually approved by the Committee, where four of the six members are either an author or principal coauthor of at least one of the bills.

Assembly Bill (AB) 1505, by Assembly Education Committee Chair Partick O'Donnell (D-Long Beach), would make the most significant changes to current charter school law by giving school district more autonomy in considering charter school petitions and renewals. More specifically the bill would, among other things:

- Authorize, rather than require, school districts to approve charter school petitions and renewals.
- Allow school districts and county offices of education (COEs) to consider the academic, fiscal, and facilities impacts of a charter school during the petition process.
- Limit the ability of COEs to consider an appeal to only those allegations that the school district committed a procedural violation in reviewing the petition. If a COE finds a procedural violation, it can only remand the petitions back to the school district for reconsideration.
- Repeal the charter school authorizing power, both directly and on appeal, of the State Board of Education.

AB 1506, by Assembly Member Kevin McCarty (D-Sacramento), would put a cap on the number of charter schools, equal to the total statewide number of charter schools authorized and operating as of January 1, 2020. The bill would allow a charter school authorizer to approve a charter school petition after January 1, 2020, only after a charter school under its jurisdiction closes. In considering any new charter petitions, the bill also requires the authorizer to give priority to a charter petition submitted by an entity that is not already operating another charter school in that area.

AB 1507, by Assembly Member Christy Smith (D-Santa Clarita), would eliminate the ability of a school district to authorize a charter school outside of the school district's

boundaries. The bill also authorizes a charter school to establish one resource center within the jurisdiction of the school district where the charter school is located.

The final vote count for each bill was 4-1 with the lone Republican on the committee, Assembly Member Kevin Kiley (R-Rocklin), voting against the measures. Assembly Member Shirley Weber (D-San Diego) abstained on the three bills as she stated she wants to see how the bills evolve during the legislative process.

Assembly Member Weber also expressed a desire to wait for the work of the Charter School Task Force convened by Governor Gavin Newsom and Superintendent of Public Instruction Tony Thurmond. The eleven-member Task Force has been asked to examine the financial impact of charter school growth on school district budget with a report and recommendations due to Governor Newsom by July 1, 2019.

AB 1505 and AB 1506 proceed to the Assembly Appropriations Committee where their fiscal implication will be scrutinized. AB 1507, however, will go straight to the Assembly Floor where it will be voted on by the full Assembly.

District:

The Los Angeles Unified School District, along with 41 other California school Districts, received a qualified certification after the First Interim Report. A qualified certification is assigned to an LEA when it is determined that, based upon current projections, the LEA may not meet its financial obligations for the fiscal years 2018-19, 2019-20, or 2020-21.

YPICS:

All the schools are busy finalizing employee evaluations, recruiting new staff and students for the 2019-2020 school year. Additionally, school teams are keeping a singular laser focus on instruction through the last date of testing to ensure that our students can do as well as possible on the upcoming state exams in May.

Each school has had its annual LAUSD oversight review. BCHS was the last school reviewed on April 3, 2019. We look forward to receiving the full reports soon.